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AUTHOR Bazer, Gerald, Ed.
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ABSTRACT

Brief descriptions are provided of 54 community college programs identified as outstanding by the National Council of Instructional Administrators. Organized alphabetically by program title, the descriptions include the name of the college president, the name of a contact person, and the name, address, and telephone number of the college. The compendium includes programs in art, banking and financial services, broadcasting and television, calculus, chemistry, college preparation, commercial art technology, computer-integrated manufacturing, computer training, cooperative associate degrees, coordinated studies, culinary arts, hotel restaurant management, dental hygiene, diagnostic medical imaging, dietetics, early English composition assessment, furniture manufacturing, General Educational Development assistance, hazardous materials management, industrial video production, interior design, nursing, office information technology, photo offset, physician assistance, music, psychology, radiologic technology, respiratory care, restaurant and hotel cookery, special topics, substance abuse counseling, swine management, technical writing and editing, and entrepreneurial development. In addition, descriptions are provided of two honors programs, a learning center using interactive video and computer-assisted instruction, a program for displaced homemakers, a fully networked campus, an integrated program for high school and community college students, a retraining program for displaced auto workers, an alternative delivery system for basic skills instruction, a cooperative hotel training program, and a program for high school dropouts. (MDB)

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Exemplary Academic Programs at the Community College

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JC 880 203

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The National Council of Instructional Administrators is indebted to *Massachusetts Bay Community College,* Wellesley Hills, Massachusetts, for its support in producing this publication.

Massachusetts Bay Community College Personnel

MBCC President:

Roger A. Van Winkle

NCIA Publication Editor:

Gerald Bazer
Vice President, MBCC

MBCC Staff Members:

Alice Takvorian
Maryanne Hill
Terry Kramer

The NCIA is pleased to provide its member institutions with this publication. On a periodic basis the Council publishes materials for academic administrators including its quarterly *Newsletter* and annual literature searches on a topic of current importance.

INTRODUCTION

Exemplary Academic Programs at the Community College

Exemplary Academic Programs at the Community College includes descriptions of outstanding programs submitted to the National Council of Instructional Administrators. In November 1987 NCIA announced a new service whereby recognition would be granted to outstanding community college programs from across the country.

Community Colleges were invited to submit descriptions of outstanding programs for publication in the NCIA's quarterly *Newsletter.* Over fifty responses were received with four selected for inclusion in the February 1988 *Newsletter.*

Owing to the quality of programs submitted, the Executive Committee of NCIA decided to publish this volume recognizing the many fine programs described. The Council continues to invite colleges to submit programs for future selection for the *Newsletter.* On an annual basis programs submitted will be collected into future volumes of *Exemplary Academic Programs at the Community College.*

The programs contained in this first volume are in alphabetical order by the name of the program. For each program the name of the college president, a contact person, and the name, address, and telephone number of the college are given.

The index lists programs and their colleges.

Art.	Seminole Community College, FL
Banking & Financial Services	Gateway Technical College, WI
Broadcasting & Telecommunications	Mount Wachusett Community College, MA
Calculus Ala Video	Olney Central College, IL
Center of Emphasis	Columbia State Community College, TN
Chemistry	Burlington County College, NJ
College Preparatory	Edison Community College, FL
Commercial Art Technology	Sinclair Community College, OH
Computer Integrated Manufacturing	Milwaukee Area Technical College, WI
Computer Training	Western Nevada Community College, NV
Cooperative Associate Degrees	Yakima Valley Community College, WA
Coordinated Studies Program	Seattle Central Community College, WA
Crossroads	Palm Beach Junior College, FL
Culinary Arts	Monroe County Community College, MI
Culinary Arts/Hotel Restaurant Management	Joliet Junior College, IL
Dental Hygiene	Pierce College, WA
Diagnostic Medical Imaging	Wilbur Wright College, IL
Dietetic Technician	South Central Community College, CT
Early English Composition Assessment	Clark Technical College, OH
Fully Networked Campus	Massachusetts Bay Community College, MA
Furniture Manufacturing	Itawamba Community College, MS
G.E.D. Assistance	Cleveland State Community College, TN
Hazardous Materials Management	Muskingum Area Technical College, OH
Honors Program	Prince George's Community College, MD
Honors Scholar Program	Moraine Valley Community College, IL
Industrial Video Production	Portland Community College, OR
Integrated Programs	Yakima Valley Community College, WA
Interior Design	Seminole Community College, FL
Keeping America Working	Mott Community College, MI
Learning Community	College of Lake County, IL
Nursing	College of Lake County, IL
Nursing	Morrisville College, NY
Nursing	Raymond Walters College, OH
Nursing	Walters State Community College, TN
Office Information Technology	State Technical Institute at Knoxville, TN
Partners in Education	Massachusetts Bay Community College, MA
Photo Offset	Triton College, IL
Physician Assistant	Essex Community College, MD
Preparatory School of Music	Palm Beach Junior College, FL
Project Second Chance	Milwaukee Area Technical College, WI
Psychology	North Hennepin Community College, MN
Quality First Training	Tri-Cities State Technical Institute, TN
Radiologic Technology	Southwestern Virginia Community College, VA
Renaissance Program	Olney Central College, IL
Respiratory Care	Univ. of Toledo Community & Technical College, OH
Restaurant & Hotel Cookery	Milwaukee Area Technical College, WI
Senior Players	Palm Beach Junior College, FL
Southwest Field Experience	Roane State Community College, TN
Special Topics	Isothermal Community College, NC
Substance Abuse Counseling	Whatcom Community College, WA
Swine Management	John Wood Community College, IL
Technical Writing & Editing	Front Range Community College, CO
TN Entreprencurial Development	Shelby State Community College, TN
Toyota Program	Massachusetts Bay Community College, MA

ART PROGRAM

SEMINOLE COMMUNITY COLLEGE
WELDON BOULEVARD
SANFORD, FLORIDA 32773

(305) 323-1450

PRESIDENT - DR. EARL WELDON

CONTACT PERSON - MR. GRADY KIMSEY

The art program at Seminole Community College is held in high esteem by the citizens of Central Florida, educators throughout the state, and the members of the art community who have witnessed the quality of the work produced by the students. The success of the program can be attributed to several factors: a faculty of devoted artists who motivate students to participate in the arts in Central Florida; well-equipped, modern facilities; and a 200+ student body who value the opportunities provided and who are given financial aid if necessary.

The full time faculty members, Grady Kimsey and Bob McGee, are respected artists who remain active in their profession. Grady's recent one man show in New York followed more than seven one-man shows in cities throughout the United States. Bob is an esteemed jewelry maker who instructs students in that art and in two-dimensional design.

The art program shares the fine arts building with the drama and music departments. The 5,730 square foot art area includes two art galleries, faculty offices, three classrooms which were designed specifically for the courses taught: specialized pottery, ceramics and painting-jewelry and two-dimensional designs-drawing and art history. Shows in the galleries are changed monthly. The art gallery features the works of Florida artists and the studio gallery is used solely for one-man student shows.

Annually the Art Club, an active organization of current students, holds the Art and Antique Silent Auction. The proceeds are used to provide art scholarships for talented and needy students. In 1987, seventeen students were awarded scholarships based on portfolio review by staff, recommendation from former instructors or artists, G.P.A. and financial need.

S.C.C. students have received best of show and other merit awards in numerous state and local exhibits. Recent awards include: Best of Show in Two Dimensional Art at the juried State Community College Student Art Exhibit, Best of Mixed Media in the Osceola Annual Art Festival, Best Display in the Maitland Art Festival, four awards of distinction of merit in the Lake Mary Art Festival, second place in Mixed Media at the Hyde Park Art Festival. In addition numerous student pieces have been accepted in the Images Art Festival and the Community College Student Art Exhibit.

Classes are composed of a mix of vivacious youth who have their sights fixed on a career in the arts and area practitioners of vocational and avocational renown. The youth bring vitality and enthusiasm to the classes, and the elders bring style and diversity of perspective. This synergy, coupled with the talents of the instructional staff, makes S.C.C. a haven for the arts.

BANKING AND FINANCIAL SERVICES

GATEWAY TECHNICAL COLLEGE
3520 - 30TH AVENUE
KENOSHA, WI 53141

(414) 656-6916

PRESIDENT - DR. JOHN R. BIRKHOLZ

CONTACT PERSON - J. RICHARD KNUTSON

The Banking and Financial Services associate degree program was created to meet the needs of individuals just entering or already employed in the financial services industry.

The program provides opportunities for employed adults in the banking field to upgrade knowledge and skills in the areas of banking and finance. The courses enable students to develop practical skills and attitudes aiding them in becoming more proficient workers. The program is designed for persons who are employed in a variety of financial occupational areas. Financial service employees who enroll will receive dual credit; from the American Institute of Banking, IFE, of National Association of Credit Unions and an associate degree from Gateway. Recent credits will be evaluated for advance standing or advancement toward certification. The occupational areas of the program include officers, tellers, supervisors, filing clerks, loan clerks, accounting clerks, bookkeepers and other related areas.

The Banking and Financial Services Program has become one of the most successful Associate Degree programs ever instituted by Gateway. This effort helped the Racine/ Kenosha Chapter of the American Institute of Banking earn a third and first place national recognition awards in 1982 and 1986 respectively.

BROADCASTING AND TELECOMMUNICATIONS

MOUNT WACHUSETT COMMUNITY COLLEGE
444 GREEN STREET
GARDNER, MA 01440

(617) 632-6600

PRESIDENT - DR. DANIEL M. ASQUINO

CONTACT PERSON - DR. VINCENT IALENTI

The Broadcasting and Telecommunications (BCT) Program is designed to prepare students for careers in broadcasting and such rapidly expanding areas as cable television, industrial and medical media production. A flexible academic framework allows the students to design individualized courses of study suited to their interests and career goals and at the same time, provides them with a broad educational foundation.

The BCT Program utilizes the college's 15,000 sq. ft., 25-room Media Center which rivals that of any in New England. The facility includes three audio and two color TV studios, four video editing suites including multi-source with digital effects and edit decision list storage, a remote broadcast video van, and eight-track audio mixing and recording equipment.

Since its inception in 1970, the BCT Program has reached beyond the classroom to provide professional training to its students. The BCT Program's students regularly work with state and local agencies as providers of video production services. For example, two productions produced for the state's Division of Employment Security are now being used state-wide and other video segments are regularly presented at the state's Heritage Park.

The BCT Program also programs a CATV channel which reaches 7,500 homes in three communities with a broad range of offerings from political events, public forums, Rotary Club auctions and musical presentations. In addition to the above learning experiences, BCT students may elect to take internships at commercial stations and production companies.

Adding greatly to the BCT Program's success has been the enthusiasm of its faculty and their willingness to become involved in extra curricular activities. For the past ten years, BCT staff conducted the New England High School Video Competition which, this year, will be co-sponsored with WNEV-TV, Boston, and will award $2,000 in prize money. A New England Video Conference has been organized for the last two years. The BCT Program has founded one of the few two-year college chapters of Alpha Epsilon Rho, the national broadcasting honor society. A New England Museum of Broadcasting and Popular Culture is scheduled to open this spring and will be staffed by BCT students.

CALCULUS ALA VIDEO

OLNEY CENTRAL COLLEGE
R.R. 3
OLNEY, IL 62450

(618) 395-4351

PRESIDENT - STEPHEN J. KRIDELBAUGH

CONTACT PERSON - DEAN LOREN PIXLEY

To meet the needs of talented secondary youth, Olney Central College made available a calculus course to gifted students, whose high schools are unable to provide such training. The course is taught and video-taped, live, on campus four days a week. The tapes are then dispatched by courier student to the cooperating high school where they are viewed by the high school students. These students view the tapes in an unoccupied classroom across from the math teacher's room. The math teacher's prep time is scheduled at the same time, making him available for questions. The students have "hot line" access to the college teacher, who is also available after school or Saturdays, if necessary. The students enroll in the classes for credit, which is held in escrow for them until graduation.

Textbooks were purchased by the high school and loaned to the students. Tests are supervised by the Gifted Program Teacher, who mails them to the college teacher for scoring. The students list the advantages as: (1) Being able to study a course that they otherwise could not; (2) Earning up to ten hours of transferrable college math credit at community college tuition rates; (3) Being able to take the videotapes home for review; and (4) Giving them a chance to be self-directed learners.

This program has special merit for small, rural school districts with limited course offerings due to sparse enrollment and/or limited staff.

CENTER OF EMPHASIS

COLUMBIA STATE COMMUNITY COLLEGE
P.O. BOX 1315
COLUMBIA, TN 38401

(615) 388-0120

PRESIDENT DR. L. PAUL SANDS

CONTACT PERSON - DR. STEPHEN STROPES

The Center of Emphasis, instituted in 1986 at Columbia State Community College, produces and delivers state-of-the-art interactive video and Computer Assisted Instruction. The modules developed serve as a supplement to traditional instruction. The Center of Emphasis is unique in providing students with creative interdisciplinary interactive teaching programs delivered in a laboratory containing 24 interactive video workstations.

Most of the programs used in the Center of Emphasis are developed in the Center's media-production facility. The instructional modules are designed according to content scripts submitted by faculty. In addition, commercial video programs selected by faculty are converted to interactive video by the Center's staff. This interdisciplinary approach to instruction focuses mainly on the development of teaching modules for courses in Nursing, Biology, and History, although other campus disciplines also participate.

Students, assisted by Center staff, utilize the laboratory during both scheduled and open lab periods. Students have demonstrated a significant improvement in comprehension and transfer of learning of course material using the interactive programming.

Columbia State has demonstrated its creative interactive video programs at state and national conferences and expositions. The Center of Emphasis is available to assist other institutions involved with interactive video and CAI instruction.

CHEMISTRY PROGRAM

BURLINGTON COUNTY COLLEGE
PEMBERTON, NJ 08068

(609) 894-9311

PRESIDENT - DR. ROBERT MESSINA

CONTACT PERSON - PROFESSOR VINCENT SOLLIMO

The Chemistry Department at Burlington County College, a New Jersey two-year college, has evolved from a staff of one instructor serving 35 students in 1969 to three instructors and three instructional assistants serving 375 students in 1987. Instructional assistants are utilized in such a manner that faculty focus on teaching and curriculum development, which has led to high retention rates and efficient faculty/student ratios while maintaining academic standards.

Perhaps the most successful aspect of the program is the effort to network the activities with the academic and industrial communities by convening an advisory committee. The committee consists of chemical research directors, personnel directors and teachers from local high schools and four-year colleges.

The committee functions with two chairpersons, one for academic issues and the second for industrial concerns. The following committee proposals have all been implemented: (1) industrial donations for free tuition for chemistry students; (2) free tuition in any science course for county high school teachers; (3) industrial donations for purchasing and maintaining instruments; (4) direct donations of instruments from industry. The College has received about $150,000 in instruments and equipment since 1973. (5) hands-on science workshops for high school students and teachers; (6) science conferences for the public stressing technological/societal issues; (7) advisory committee generated feasibility studies which resulted in new programs; and (8) committee recommendations regarding laboratory safety guidelines.

The committee contacts generate about five jobs per graduate. The chemistry graduates are employed by 24 industries and attend 35 different 4-year colleges and universities. Some are physicians, teachers and researchers. Currently two graduates are Dean's list seniors at the University of Pennsylvania pursuing Ph.D.'s in Chemistry.

COLLEGE PREPARATORY

EDISON COMMUNITY COLLEGE
8099 COLLEGE PARKWAY, S.W.
P.O. BOX 06210
FORT MYERS, FL 33906-6210

(813) 489-9274

PRESIDENT - DR. DAVID G. ROBINSON

CONTACT PERSON - DR. MARIE ALBERT

The College Preparatory Program in the Department of Learning Assistance (DLA) is characterized by an intensive, integrated instructional model. Students attend highly structured classes taught by an instructor in large lecture settings for three hours per week. Students also participate in lab classes designed by the instructor but conducted as a group tutorial by a paraprofessional for two hours per week. In addition, students complete a minimum of one hour per week in an open laboratory setting.

English instruction features word-processing in DLA's micro-computer lab, daily writing assignments, and a textbook targeted specifically to ECC's student population, authored by a DLA instructor and a paraprofessional (Bunting and Kay, Breaking Away). Math instruction is highlighted by a sequential component of quizzes and tests designed by the instructors. Reading instruction features an emphasis on improvement in comprehension skills, as well as in vocabulary and rate. An in-house system of practice and testing enables students to monitor their own progress as well as accelerate their rate of improvement. An experimental program in ESL combines writing, reading, and speaking, using a cross-cultural linguistic approach.

College preparatory course work at ECC is enhanced by a superior system of support services as well as a constant effort on the part of the entire DLA instructional staff to collaborate in the tracking of students and in the development of the curriculum.

COMMERCIAL ART TECHNOLOGY

SINCLAIR COMMUNITY COLLEGE
444 WEST THIRD STREET
DAYTON, OH 45402

(513) 226-2500

PRESIDENT - DR. DAVID PONITZ

CONTACT PERSON - MR. LARRY WEAVER

In 1986, the Commercial Art Technology program at Sinclair Community College received the Ohio Governor's Program Excellence Award for exhibiting outstanding characteristics of innovative teaching, curriculum design, student achievements, and technical equipment. The program offers students a choice of five options: Commercial Art Basic, Career Path, Interior Design, Technical Illustration, and Fashion Illustration. While the Basic program option contains an equal amount of fine and commercial art courses, the career path option replaces all fine arts courses except drawing with courses in Commercial Drawing, Rendering, and Illustration. The Interior Design option emphasizes Architectural Drafting and Interior Design in addition to commercial art fundamentals. Technical Illustration requirements are designed to enrich mechanical and computer drawing skills, while Fashion Illustration classes focus on the artist-designer.

All students enroll in computer art classes that utilize state-of-the-art computers which provide 16,000,000 color choices. In addition, students cover paint systems, animation, and business graphics--all of which are recorded on film and videotape--and enroll for at least one of three classes offered in Electronic Publishing using computers to drive a Linotype L300 laser typesetter. The program is housed in an area adjacent to a complete Graphic Arts lab which enables students to elect classes in Photolithography.

While over ninety percent of program graduates find immediate employment in their career field, most of the remainder transfer to four-year institutions with junior standing.

The excellence of this program reflects faculty dedication, administrative commitment, and community involvement.

COMPUTER INTEGRATED MANUFACTURING

MILWAUKEE AREA TECHNICAL COLLEGE
1015 NORTH SIXTH STREET
MILWAUKEE, WI 53203
(414) 278-6742

DISTRICT DIRECTOR - DR. RUS F. SLICKER

CONTACT PERSON - JOHN STILP

A year ago, Milwaukee Area Technical College unveiled its newly-completed Computer Integrated Manufacturing Development Center. This is a full sized, automated manufacturing cell designed to provide actual hands-on instruction in the complicated process of completely manufacturing a product through the use of computers.

The project was designed to provide industry with graduates who are trained to enter high technology careers in computer integrated manufacturing and information management areas, and to disseminate software and courseware through established networks. In addition, the project provides retraining for employees of area industries, with the focus on quality which will help industries compete in a worldwide market. The curriculum includes all the courses needed to provide background in computerized technology, from product design to assembly; from advanced electronics, to computer aided drafting and design (CADD), to computer aided manufacturing (CAM).

The CIM Development Center became a reality through the careful nurturing and cooperation of electronic and manufacturing firms from Milwaukee to the East Coast. Visitors to the MATC CIM Center have called it one of the most advanced centers of any kind in an educational setting.

COMPUTER TRAINING

WESTERN NEVADA COMMUNITY COLLEGE
2201 WEST NYE AVENUE
CARSON CITY, NV 89701

(702) 887-3016

PRESIDENT - DR. ANTHONY CALABRO

CONTACT PERSON - DEAN MICHELLE DONDERO

In the winter months of the 1986-87 school year, Western Nevada Community College was contacted by officials of the Data Processing Division of the Nevada National Guard to develop criteria for a comprehensive hands-on computer training program.

National Guard officials were particularly interested in contracting with Western for two reasons; First, the credibility of dealing with an accredited institution under the policy making power of the University of Nevada System Board of Regents was to their advantage. Secondly, the Guard wanted to work with an institution that would be available for trouble-shooting and consulting after the initial training had been completed.

The training was to include instruction on the Zenith 24B computer. Training was to take place statewide utilizing five separate sites throughout Nevada. It was to include approximately one hundred fifty Nevada National Guard employees with varied computer knowledge. Training was to include ninety hours of classroom and laboratory instruction in the following areas; Computer Literacy, MS DOS, Hard Disk Management, and Enable Software (word processing, spread sheet, & database).

The Nevada National Guard Computer Training program began May 11, 1987, and continued through the summer months. Training was completed for one hundred forty-five National Guard employees September 15, 1987.

Evaluations from students were excellent. The program was tailored to the specific needs of Guard employees so that they could return to the work place and immediately use their newly found computer skills.

Because of the success of this new and innovative cooperative agreement between the Nevada National Guard and Western Nevada Community College, Guard units all over the country are looking toward the local community colleges for their immediate training needs.

COOPERATIVE ASSOCIATE DEGREES

YAKIMA VALLEY COMMUNITY COLLEGE
P. O. BOX 1647
YAKIMA, WA 98907

(509) 575-2429

PRESIDENT - DR. PHILIP TULLAR

CONTACT PERSON - DR. A. BUD LANGAN

Yakima Valley Community College, a public institution, and Perry Technical Institute, a private vocational school, both located in Yakima, Washington, entered into an agreement in 1985 that may be a first of its kind in the United States. The agreement provides for eight (8) cooperative associate degrees in the area of vocational and technical education. The programs are Graphic arts, Automotive Parts Counterman, Electrical Technology, Machine Technology, Telecommunications Technology, Instrumentation and Industrial Electronic Technology, Automotive Rebuilding Technology, and Refrigeration, Air Conditioning and Heating Technology.

The programs allow students to enter their studies at Yakima Valley Community College while waiting for a place on the eligibility lists for the high demand programs at Perry Institute. In the past, students have had to leave the area or the schools have had to duplicate programs to meet over-demand, thereby creating an expensive duplication of effort. Under the present arrangement, students must be accepted into the Perry Institute program and once they have been placed on the eligibility list, they are referred to Yakima Valley Community College to begin studies on the complementary coursework.

Yakima Valley Community College courses are centered around the technical elements of the Perry Institute program and faculty from both institutions were involved in the design. The cooperative arrangement allows students to stay in the Yakima Valley and begin classes at any time. The program has been very successful and there is a great deal of satisfaction on the part of students, staff and employers.

COORDINATED STUDIES PROGRAM

SEATTLE CENTRAL COMMUNITY COLLEGE
1701 BROADWAY
SEATTLE, WA 98122
(206) 587-4164

PRESIDENT - DR. CHARLES MITCHELL

CONTACT PERSON - DR. ROSETTA HUNTER

When Seattle Central Community College began its Coordinated Studies program in 1985, it was unique to community colleges in the state of Washington, indeed to most colleges across the country. In just two years, the Coordinated Studies program has proven its worth. Community colleges across the country are now offering coordinated studies programs and, in April, one of the program's initiators at Seattle Central, Dr. Valerie Bystrom, was presented the National Instructor of Excellence Award by the AACJC. Dr. Bystrom was honored for her excellence in teaching and her work in developing Central's Coordinated Studies program.

Coordinated Studies is a program whereby a single issue or topic is explored through several -- usually four -- disciplines. The classes are team taught by an instructor from each discipline; students can earn up to 16 credits, which are distributed through humanities and social science credits. For example, a recent Coordinated Studies class on Latin America, explored that region through its art, literature, geo-political forces and hunger problems. It offered credits in English, history, humanities and nutrition, and incorporated a variety of learning methods: lecture, small group discussion and projects. The Coordinated Studies program has been popular with students and instructors alike. It gives students an excellent opportunity to examine a single topic in depth and from a variety of perspectives. Equally important, it gives teachers exposure to new material, new teaching methods and new ideas for teaching their own courses.

CROSSROADS

PALM BEACH JUNIOR COLLEGE
4200 CONGRESS AVENUE
LAKE WORTH, FL 33461

(305) 439-8000

PRESIDENT - EDWARD M. EISSEY

CONTACT PERSON - PATRICIA DYER

The Division of Continuing Education's Center for the Continuing Education for Women includes in its curriculum the HRS grant funded Displaced Homemaker Program, "Crossroads." For four years this program, offered as a two-week career redirection course, has assisted over 500 women toward economic independence. The emphasis of this program is on self-esteem building, an essential factor for those separated, divorced and/or widowed women who are unemployed and sometimes frightened about their future.

A potential student/client's initial contact takes place with the Crossroad's secretary. This is followed by an intake interview by one of two professional vocational counselors. The program consists of a daily small group-facilitated opportunity for bonding and friendship. The course content consists of vocational testing, career life planning, practical life skills information and resource referral, all taught under the umbrella of self-esteem enhancement, an element that is offered constantly through guided group instruction.

Crossroads graduations are attended by professionals in the community and college staff members who lend their support to this inspiring ceremony complete with diplomas and personalized pins for each graduate and vows of future successes. Annual statistics confirm that an impressive 70% of Crossroads graduates become employed or enter into training/ formal schooling, as well as becoming valuable community volunteers, continuing to build their self-confidence through meaningful service to our community.

Media recognition and professional endorsement are only a small part of the success of Crossroads. The real reward consists of individual lives touched by hope and courage when they were needed the most.

CULINARY ARTS PROGRAM

MONROE COUNTY COMMUNITY COLLEGE
1555 RAISINVILLE ROAD
MONROE, MI 48161

(313) 242-7300

PRESIDENT - GERALD WELCH

CONTACT PERSON - DAVID R. MCKAY

The typical luncheon fare at a community college does not include "Coquille St. Jacques" or "Trout en Papillate" on its menu. Not so at Monroe County Community College's Cuisine 1300. The Culinary Arts Program is designed to provide quality food preparation experiences so that graduates of the program are prepared for positions in quality restaurants. Students are actively involved with menu selection and design. The name for the restaurant, selected by the students, is a play on the translation of the Roman numerals MCCC.

A two-year Culinary Skills Program at a community college is not necessarily unique; however, at Monroe County Community College we have added another dimension. The college contracts with ARA Services for general food services. The first director of the ARA program, who not only was trained in food preparation techniques but also had operated a high school educational program in culinary skills, served as the program administrator. The linkage was obvious--why not connect the activities of the ARA cafeteria with the college's two-year program in culinary skills and hospitality management and provide students with experiences from the private sector. Monroe County Community College did this when the program was started. The ARA director is also a member of the college's instructional administrative team and provides the link between the ARA services and the instructional program.

The program has been in operation since 1982, and has been of such a success that an expansion of the restaurant will include a new teaching - a la carte teaching kitchen and an expanded dining area. The renovation will provide space for additional students. Graduate placement has been excellent. Graduates have obtained positions in some of the finest restaurants in the area. In addition, several have started food service enterprises on their own. The program has been the subject of media coverage in both Detroit and Toledo.

CULINARY ARTS/ HOTEL RESTAURANT MANAGEMENT

JOLIET JUNIOR COLLEGE
1216 HOUBOLT AVENUE
JOLIET, IL 60436

(815) 729-9020

PRESIDENT - RAYMOND A. PIETAK

CONTACT PERSON - JOHN E. NOE

The Joliet Junior College Culinary Arts/Hotel Restaurant Management Program is designed to prepare persons for supervisory, managerial, and technical positions in the hospitality industry. It combines both practice and theory of the long established and constantly growing foodservice industry.

Heavy emphasis is placed on the practical application of production practices and food presentation. These include food preparation, laboratory experience, dining room presentation, storeroom operation, meat preparation, baking and pastries, nutrition and menu planning, sanitation and garde manger work. The theoretical portion includes studying food purchasing, writing specifications, storage, human relations and job analysis, catering, accounting, and facilities layout and design. General education courses include communications, social science, mathematics, and computer practices.

The program at Joliet Junior College was judged a national award winner of educational programs for foodservice and hospitality in 1986. Judging was done by the National Restaurant Association and the American Vocation Association.

DENTAL HYGIENE

PIERCE COLLEGE
9401 FARWEST DRIVE S.W.
TACOMA, WA 98498-1999

(206) 964-6500

PRESIDENT - DR. BRENT KNIGHT

CONTACT PERSON - SHARON GOLIGHTLY

Pierce College's Dental Hygiene program began the year with two crowning achievements - completion of a new 8600 square foot facility and citation as an exemplary community college vocational program by the Northwest Association of Schools and Colleges' Commission on colleges.

The new program facility and dental clinic reflect state of the art in dental hygiene care delivery systems and has already been visited by instructional teams from colleges throughout the western states. With a facility that now matches the traditionally high calibre of its students and faculty, Pierce's Dental Hygiene applicant pool has already seen a significant increase for next year's program.

Dental Hygiene was one of three Pierce programs cited for "significant accomplishments" in the College's November, 1987 accreditation review. Graduates of the 1987 class enjoyed a 96% pass rate in state licensure exams and an 89.5 average in the National Dental Hygiene Board Examination - scores that are consistent with past years' results.

Sharon Golightly, R.D.H.M.S., has directed the program for the past 13 years. The program also employs two additional full-time and 10 part-time instructors.

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DIAGNOSTIC MEDICAL IMAGING

WILBUR WRIGHT COLLEGE
3400 N. AUSTIN AVENUE
CHICAGO, IL 60634

(312) 794-3253

PRESIDENT - RAYMOND F. LEFEVOUR

CONTACT PERSON - DENNIS M. KING

The Wright College Section of Diagnostic Medical Imaging (DMI) conducts separate but integrated programs in medical radiography (x-ray technology) and sonography (ultrasound). Both programs lead to the AAS degree and eligibility for national certification and/or state licensure in only 26 months. In addition, the sonography program is offered simultaneously as an advanced certificate option for qualified health professionals. Each program is fully competency based.

Both current and future programs center around a first year core curriculum. All students, regardless of major, spend the first year studying preparatory courses common to each field. Also included is a period of clinical observation. The final 14 months is spent in a combination of classroom courses and extensive patient care experiences concentrating in the student's chosen major. Methods have proven very successful. The success is best demonstrated in job placement. For the past six years 100% of those graduates seeking employment have found a position. In many area institutions, alumni hold over 75% of all positions in the radiology department.

Before actually applying ionizing radiation to patients, all students must satisfactorily complete extensive laboratory testing which simulates the actual procedures. Video taping of student/"patient" situations permits self evaluation by the student of his/her performance. In addition, computer assisted instruction has been integrated into a majority of the professional courses. Since 1982, DMI students have logged over 10,000 hours on our main frame PLATO system.

Students complete over 1800 hours of patient care experiences and rotate on a regular basis among six affiliate hospitals to perfect their patient care and technical skills. A comprehensive competency based evaluation system is used to assure clinical competency. This multi-faceted program contains orientation, counseling and advisement, evaluation and actual competency testing components. All students must achieve competency in a specified number of examinations and procedures prior to graduation. Students are permitted to test for competency as their skills and abilities in a given area are demonstrated during any phase of clinical education. Student emphasis is on progression from the role of observer to full independence under the close supervision of faculty, clinical instructor and staff professionals.

DIETETIC TECHNICIAN PROGRAM

SOUTH CENTRAL COMMUNITY COLLEGE
60 SARGENT DRIVE
NEW HAVEN, CT 06511

(203) 789-7043

PRESIDENT - DR. ANTONIO PEREZ

CONTACT PERSON - NINA T. RUCKES, RD

The Dietetic Technician Program at South Central Community College, approved by the American Dietetic Association (ADA), is the only such program in the Connecticut State College System. The Associate in Science degree, which may be earned by full or part-time students, includes the study of normal and clinical nutrition and foodservice management. During a minimum of 450 hours of supervised field experiences, students practice skills in patient care and management and develop the professional attitudes necessary for a rewarding career in dietetics.

Students who complete the program and pass a registration exam given by ADA are qualified to work as Registered Dietetic Technicians (DTRs), or they may transfer to baccalaureate programs. There is an urgent need for DTRs in New England and throughout the country. All of SCCC's graduates were employed immediately after graduation; in fact, there were three job opportunities for every graduate. SCCC graduates are employed in virtually all the area hospitals, and in many nursing homes and community nutrition programs, such as school lunch, Head Start, and elderly nutrition programs. DTRs work on a health care team, under the supervision of Registered Dietitians, providing nutrition care and education and supervising foodservice operations.

SCCC graduates surpassed national scores on the first dietetic technician exam. The test was administered in October to more than 250 graduates of dietetic technician programs, including SCCC's eight graduates from 1987. Over 87% of SCCC graduates passed the exam, compared with 78% nationally. The average score for SCCC was 28.45, while the national average was 28.03. SCCC graduates did especially well on the nutrition section of the exam, scoring an average of 17.25, compared to the national average of 16.63. Exam scores plus the job placement rate attest to the quality of the program and the commitment of the students and administration.

EARLY ENGLISH COMPOSITION ASSESSMENT

CLARK TECHNICAL COLLEGE
P.O. BOX 570
SPRINGFIELD, OH 45505

(513) 325-0691

PRESIDENT - ALBERT A. SALERNO

CONTACT PERSON - DR. MARSHA BORDNER

College professors and high school teachers from Clark, Champaign, Logan and Greene counties delved through 2,000 high school English essays recently at Clark Technical College as part of the three-year-old Early English Composition Assessment Program.

The program alerts high school juniors of their strengths and deficiencies in writing so that intervention can take place before their senior year. Composition instruction is also improved when high school teachers attend workshops dealing with such topics as the writing process, responding to student writing, peer editing and writing across the curriculum. During some in-service workshops instructors are asked to write themselves and have produced resource booklets of successful writing strategies. To assist teachers in the classroom itself, college instructors have also taught modular units in the high schools.

"Because of early assessment, students have a clearer measure of their current writing abilities from two outsiders' view and have an impetus for working harder before the next school year," says Dr. Marsha Brodner, EECAP director and chair of Clark Tech's General Studies division. "The new focus on student writing and awareness of new approaches to teaching writing that have come as a result of the EECAP program will have impact on the schools long after the individual project has ended."

FULLY NETWORKED CAMPUS

MASSACHUSETTS BAY COMMUNITY COLLEGE
50 OAKLAND STREET
WELLESLEY HILLS, MA 02181

(617) 237-1100

PRESIDENT - ROGER VAN WINKLE

CONTACT PERSON - DEAN MARJORIE STEWART

During 1986-1988, Massachusetts Bay Community College (MBCC) with generous corporate assistance from IBM, Digital and Hewlett-Packard, invested over 2.7 million dollars in creating an integrated computerized institution. The College has totally networked facilities on two campuses that include over 500 user stations. In addition there is an "Office of the Future" (MicroVAX II and peripherals) to support desktop publishing, CAD and office simulations. PLATO, and an extensive collection of CMI and CAI software are available to support instruction. To assure a College atmosphere that cultivates the integration of computer technology into daily lives, MBCC gave the entire College community (over 200 employees) access to the new DEC VAX 8530, by providing every full-time employee (administrator, faculty, clerical and maintenance) with an IBM Personal System 2 workstation.

This level of staff interaction has enabled online advising, electronic mail, calendar, grade monitoring, telephone registration, student tracking of minimum competencies and other related student support services. Terminals are placed throughout the campuses for easy access to electronic mail, faculty calendars, class schedules, electronic bulletin board, etc.

The impact on the institution has been far more extensive than ever projected. The positive spin-offs in a general acceptance of technology have spilled over into the establishment of a wide range of minimum competencies in reading, writing, mathematics, computer science, global understanding, critical thinking and the impact of technology on society. A "Writing Across the Curriculum Program" as well as the basic competencies are monitored through the system. Potential is unlimited, and the cost, in the long run, modest particularly in light of the discounts and other forms of corporate grants available.

FURNITURE MANUFACTURING TECHNOLOGY

ITAWAMBA COMMUNITY COLLEGE
653 EASON BOULEVARD
TUPELO, MS 38801

(601) 842-5621

PRESIDENT - DR. W.O. BENJAMIN

CONTACT PERSONS - CHARLES CHRESTMAN OR D.L. SIYGUL, JR.

Over the past decade Itawamba Community College has witnessed unprecedented growth in the upholstered furniture manufacturing industry in northeast Mississippi. Today this industry rivals Hickory, North Carolina, for national recognition as the nation's leading furniture producing region.

In January, 1987 Itawamba Community College began enrolling students in a truly innovative Furniture Manufacturing Technology program. The program is designed to train technicians for employment in a variety of furniture manufacturing occupations. A combination of related and specialty courses gives the student a broad foundation in the general operations of furniture plants. Specific courses are included in the curriculum to teach plant layout strategies, plant engineering systems, production procedures, sewing and upholstery processes, manufacturing materials, cost analysis, furniture drafting and computer-aided design, fixturing and automation, and motion and time study. An appropriate selection of math, physics, and communication courses round out the curriculum.

GED ASSISTANCE TO UNDERPREPARED CITIZENS

CLEVELAND STATE COMMUNITY COLLEGE
CLEVELAND, TN 37320-3570

(615) 472-7141

PRESIDENT - DR. JAMES W. FORD

CONTACT PERSON - DR. RODNEY FITZGERALD

Cleveland State Community College serves rural southeastern Tennessee, where more than 50 percent of adults have not completed high school. The college has addressed this problem through marketing, innovative GED instruction, GED testing, and special counseling efforts.

Upon successful completion of the 10-week GED Prep course, students immediately take the GED test. The first-attempt pass rate on the GED test is 85 percent among those who completed the GED Prep course. The 600 annual GED completers also attend a formal graduation ceremony, which reinforces their achievements. They also receive academic and career counseling to encourage continuation of their education through credit enrollment. The program is now the second largest provider of new freshmen at the college, behind a local high school which graduates over 500 students a year. The Cleveland State Foundation provides four scholarships for high-achieving GED students each year.

Through quality planning, publicity, instruction, testing, and counseling, Cleveland State Community College has significantly contributed to the economic vitality of the service area and enjoyed a significant enrollment growth. More importantly, it has contributed self-confidence and new opportunities to hundreds of underprepared citizens.

HAZARDOUS MATERIALS MANAGEMENT

MUSKINGUM AREA TECHNICAL COLLEGE
1555 NEWARK ROAD
ZANESVILLE, OH 43701

(614) 454-2501

PRESIDENT - DR. LYNN WILLETT

CONTACT PERSON - DANIEL W. HEHR

The Hazardous Materials Management Major within the Environmental Resources Management Technology was proposed in March 1983, gained Ohio Board of Regents approval in June 1984 and started its first class September 1984. The Hazardous Materials Management Major was developed to help meet present and future manpower and training needs in this fast moving field. Building on the existing Water/Wastewater and Air Quality Control Technologies the new major specialized training in Hazardous Substances and Solid Waste Management, Management of Hazardous Materials Sites, Shipping and handling of Hazardous Substances and Hazardous Materials Spills Response.

The two year Associate of Applied Science Degree Program is supplemented by a Certificate of Achievement Program and professional seminars and workshops on Hazardous Materials Handling which meet the needs of state-wide as well as local industrial personnel. The increasing demand for graduates of this program has attracted more students into the Environmental Resources Management Technology. Graduates find many job opportunities are available with consulting firms and industries at salaries ranging from $16,000 to $25,000 per year. The reauthorization and strengthening of federal environmental laws concerning Hazardous Materials Management insures that there will be opportunities for advancement and promotion in the field.

Muskingham Tech has shared its knowledge in developing environmental programs with colleges in five other states and is working to develop 2+2 programs with four year institutions.

HONORS PROGRAM

PRINCE GEORGE'S COMMUNITY COLLEGE
301 LARGO ROAD
LARGO, MD 20772

(301) 322-0400

PRESIDENT - ROBERT I. BICKFORD

CONTACT PERSON - MARIANNE STRONG

The Honors Program at Prince George's Community College began ten years ago in an effort to provide an enriched education to motivated, bright students. The program offers honors versions of a wide range of standard courses from Composition and Philosophy to Astronomy and American History. The selection of these courses strikes a fine balance between the humanities and the sciences, often a rare combination in honors programs. Honors students are thus able to take enriched courses in their own fields, largely the humanities, while taking honors courses in the sciences, energized courses not necessarily directed at majors.

In addition, the Honors Program offers special colloquia exclusively to the honors students. These courses, while concentrating on a particular discipline, take an interdisciplinary approach to the subject matter to provide for an enriched experience. The courses are taught in seminar style and are limited in enrollment to maximize student involvement. Among the colloguia offered are "Minds, Brains and Machines," an examination of the prominent theories of the philosophy of the mind; "The Constitution and American Society;" and "Tragedy, Comedy and the Human Spirit," a study of how these literary genres have changed over the centuries and why.

The program serves approximately one hundred and fifty students a year, giving them a rich offering of courses, individual attention in an out of class, extracurricular activities, and a sense of belonging.

HONORS SCHOLAR PROGRAM

MORAINE VALLEY COMMUNITY COLLEGE
10900 SOUTH 88TH AVENUE
PALOS HILLS, IL 60465

(312) 974-4300

PRESIDENT - DR. FRED GASKIN

CONTACT PERSON - PROFESSOR LEONARD JELLEMA

In the Spring of 1984, Moraine Valley Community College, under the direction of Dr. Margaret Lehner, Vice-President for Academic Affairs, began a project to identify possible pathways to meet the needs of the "gifted" students attending the college. The result was the Honors Scholar Program, which admitted its first student in the Fall of 1984.

The Honors Scholar Program at Moraine Valley is now in its fourth year, and presently enrolls over 150 students each Fall and Spring semester. Most significantly, the program continues a solid operational foundation even under stringent college-wide budget constraints. The program's success rests on two key ideas.

First, the plan called for the Honors Scholar Program director to be a full-time faculty member. At Moraine Valley, the director is given paid release time from the normal teaching assignment to coordinate and implement the various aspects of the program. With the leadership of Professor Patricia McKeague in its first two years, the program is now under the auspices of Professor Len Jellema.

Second, it was envisioned that the program would have to be flexible enough to allow students to pursue an honors course of study regardless of the number of students registered in a particular honors class offering. This concept has now evolved into a dual-faceted Honors Scholar Program. Moraine Valley now offers Honors classes and Honors tutorials.

The Honors class has a minimum enrollment of seven students and is predicated upon a discussion-type format where student-faculty interaction is paramount. While this is a very small class size by most community college yardsticks, the effective cost is reasonable when compared to the benefit achieved for the student and the college.

Moraine Valley also offers Honors tutorials in cases where less than seven (7) students express interest in a particular Honors course offering. In this option, the student is assigned a faculty advisor and a mutually agreed upon plan of study is approved by the student, faculty advisor, and Honors program director. This mode has allowed the Honors Scholar Program to reach all programmatic areas within the college. Although faculty are remunerated to a much smaller extent for Honors tutorials as compared to Honors classes, the difference in subsidy has not become an issue. At Moraine Valley, this dedication was generated by a strong spirit for the quest of academic excellence on the part of faculty.

In conclusion, while few community colleges have been able to establish successful honors programs, Moraine Valley believes it has achieved a mechanism for an Honors Scholar Program which has benefited both the students and the college.

INDUSTRIAL VIDEO PRODUCTION

PORTLAND COMMUNITY COLLEGE
12000 S.W. 49TH AVENUE
PORTLAND, OR 97219

(503) 244-6111

PRESIDENT - DANIEL F. MORIARTY

CONTACT PERSON - MICHAEL P. BRINKMAN

Industrial Video Production interns at Portland Community College, Oregon, receive as much real-life, hands-on experience in their three-term program as they would in a traditional four-year curriculum.

Every week, the interns deliver 40 hours of live classes for broadcast on local cable television channels and PCC's Instructional Television Fixed Service facilities. They also produce instructional tapes and promotion pieces for use within the college.

"The program is structured so that program graduates will have the skills and self-confidence they need to find work in a very competitive job market," explained Michael P. Brinkman, coordinator of the program which is now in its second year.

IVP is limited to 12 students a year, entering in groups of four prior to the fall, winter and spring terms. As they move through three levels of achievement, the interns work successively as grips, production assistants and producers. Besides taking 27 credit hours of video production, the interns complete six hours of general education classes in speech, performing arts, writing and English.

Median age of current interns is 30 years.

Of last year's first program graduates, one now is an assistant producer for a local video production company; another is director of television services for the Oregon Graduate Center; and two have formed their own production firm.

INTEGRATED PROGRAMS

YAKIMA VALLEY COMMUNITY COLLEGE
P.O. BOX 1647
YAKIMA, WA 98907

(509) 575-2429

PRESIDENT - DR. PHILIP TULLAR

CONTACT PERSON - DR. A. BUD LANGAN

In 1986, Yakima Valley Community College (YVCC), a public institution, and Yakima Valley Vocational Skills Center (YVVSC), a regional high school skills center, entered into an agreement to provide integrated programs whereby high school and college students would attend the same classes. The initial program attempted was a computer repair course which went on to become a computer repair technician option in YVCC's computer science program. The program was so successful that additional programs were articulated and students may now enroll in integrated programs in radio broadcasting, television production, welding, dental assisting, or computer repair.

The integration of programs required a great deal of effort in terms of curriculum approval and staff certification by both institutions. A fiscal agreement which allows both YVCC and YVVSC to recover costs was negotiated and approved by governing boards at the state and local levels. A by-product of the agreement has led YVCC and YVVSC to enter into a third party agreement with the Carpenter's Joint Apprentice Training Council whereby high school skills center students train in the same facilities as the YVCC apprentices using the same instructor. This program is a win/win and is endorsed by the area Home Builders Association.

The program is exemplary in that it prevents the duplication of faculty and expensive equipment and facilities for high-demand but short-term training options. By cooperative programming, the duplication of expenditures of public funds is reduced and, in some cases, low enrollment programs at one of the partner institutions can be enhanced.

INTERIOR DESIGN

SEMINOLE COMMUNITY COLLEGE
WELDON BOULEVARD
SANFORD, FL 32773

(305) 323-1450

PRESIDENT - DR. EARL WELDON

CONTACT PERSON - MRS. JILL SMITH, A.S.I.D.

The Interior Design Program at Seminole Community College enrolls more than 250 students each semester. The thirteen year old program began as non-credit courses in design. Student demand and faculty talent and dedication have resulted in its expansion to a thirteen course, 64 semester hour degree program. It is taught in a dedicated area - 3736 square feet - which includes a lecture room, lab, drafting areas, resource room, faculty office and four display windows.

Students learn both residential and commercial design principles and techniques but more importantly, they are lead through practical experiences which solidify their learning. Enrollment in the Seminole Community College design program assures the students that they will have opportunities to become acquainted with the professional designers in Central Florida. This is due in large part to the fact that the faculty members are respected design professionals who are active in discipline related professional organizations.

Seminole Community College interior design students participate in professional, civic, and cultural activities and have numerous opportunities to develop relationships with the design professionals. For the past two years students have been among the select few invited by the Orlando Opera Guild to design an area of the Designer Showhouse. Only eighteen designers were invited to participate in 1987 and thirteen of them were current or former students in Seminole's Interior Design program.

Seminole Community College interior design students participate in cultural, historical and business projects on a regular basis. Most recently they decorated a Christmas tree for Loch Haven's "Festival of Trees"; submitted suggestions for the renovation of the Bradlee-McIntyre Home which is on the National Historical Register; designed the Foundation House for Brevard Community College; and submitted recommendations for redecorating the lobby of a major Orlando bank.

Because of the excellent quality of instruction and the frequent contact with community design professionals, students in the program are offered positions in architectural firms, interior design businesses, department and furniture stores. Often students are recruited for employment long before graduation. The majority of the students in the program are over thirty-five years of age. Sixty per cent of them have college degrees before they take courses in this program. The experienced and mature students work side-by-side with the novices who are seeking entry into the profession.

At Seminole Community College professional faculty and involved students work together to create a quality program which is highly respected in the community and in state university transfer programs.

KEEPING AMERICA WORKING PROJECT

MOTT COMMUNITY COLLEGE
1401 EAST COURT STREET
FLINT, MI 48502

(313) 762-0450

PRESIDENT - DAVID G. MOORE

CONTACT PERSON - DR. CHARLIE D. ROBERTS

In Genesee County, Michigan, as 1987 drew to an end, 12,000 General Motors employees were out of work because of plant shutdowns and an estimated additional 500 employees will lose their jobs in the next two years.

Mott Community College has received a Sears-Roebuck Foundation Partnership Development Fund (Sears PDF) grant for the 1987-88 academic year to support retraining of laid-off UAW workers. This $20,000 grant supplements other state and federal funds of approximately $90,000 provided through the Michigan Department of Education. In addition, GM-UAW has provided funding of $2.1 million for training that is currently being delivered.

As each training period begins, UAW-GM laid-off workers attend a career exploration fair at Mott Community College. Several hundred persons attend these events, where they learn about retraining options at MCC, and receive information on job expectations, starting wages and geographic locations of jobs. Participants register for training in such career areas as: auto mechanics, institutional cook, drafting (computer assisted design), word processing/secretarial, machine operator, computer numerical control machinist, truck driver training, and other high demand job areas. Training in these occupations lasts less than a year and job placement is emphasized through special job placement efforts. The first training program began in early November, 1987.

The Sears-Roebuck Foundation grant and the Sears PDF are administered by the AACJC/ACCT Keeping America Working (KAW) Project, a task force comprised of 24 members representing business, government, labor, industry and higher education. The principal thrust of KAW is to maximize human resource development in the work force through the education and training provided by the American community college system.

LEARNING COMMUNITY

COLLEGE OF LAKE COUNTY
19351 W. WASHINGTON STREET
GRAYSLAKE, IL 60030

(312) 223-6601

PRESIDENT - DR. DANIEL LAVISTA

CONTACT PERSON - CAROLE BULAKOWSKI

In an attempt to provide a more integrated approach to basic skills, College of Lake County established a Learning Community during the Fall 87 semester for developmental students deficient in reading, writing and math. This alternative delivery system incorporates courses which connect learning objectives and assignments across disciplines, weekly seminars on thinking skills and a counseling component which focuses on students' affective needs.

Convinced that developmental courses should reflect the relatedness of basic skills objectives, faculty designed a curriculum which promotes active learning and collaboration. In addition to coordinating the learning outcomes of reading, writing and math courses, the faculty collaborated on identifying topics and activities for the weekly thinking skills seminars. The three faculty members and counselor attended all thinking skills seminars, either leading the session, "team leading" the session, or participating in the small group discussions. The counselor was also available to see students individually or in a classroom setting to address personal, academic or career counseling concerns. The weekly schedule also included two hours of tutoring time for students.

Retention rates were high. Twenty-six students initially enrolled in the Learning Community. At the end of the term, twenty-one students remained. Successful completion rates ranged from 61% in writing to 34% in mathematics. Student evaluations were overwhelmingly positive.

The professional staff who developed the concept of the learning Community are excited about the project. As they saw it develop, they began to see themselves as a team who supported each other and worked together to search for answers. They united over a common goal - teaching and learning. They became a Learning Community.

NURSING PROGRAM

COLLEGE OF LAKE COUNTY
19351 WEST WASHINGTON STREET
GRAYSLAKE, IL 60030

(312) 223-6601

PRESIDENT - DR. DANIEL LAVISTA

CONTACT PERSON - DELORES M. SWAN

Key characteristics of the very successful College of Lake County Associate Degree Nursing Program are: opportunity to validate prior learning and experience, a modular delivery system, and competency based instruction. Graduates of this program consistently perform exceptionally well on the National Council Licensure Examination for Registered Nursing. Employer evaluation and feedback indicate a high degree of satisfaction with the entry level performance of program graduates.

Nursing faculty developed a career mobility system within the curriculum which gives persons such as licensed practical nurses, nursing assistants, medical corpspersons, paramedics, and others opportunity to validate prior learning and experience through course specific written and nursing performance examinations. Students who are successful on these exams are granted advanced placement in the program. It is possible to earn up to 23 credits in nursing through this process.

As active learners, students acquire expertise in using faculty developed learning modules. The exclusive use of small group discussion, nursing laboratory simulations and clinical laboratory sessions as learning time are major features of the instructional design which places the faculty member in the role of learning facilitator.

Mastery learning linked with competency based instruction and testing facilitate the students' development of cognitive and psychomotor skills requisite to the practice of nursing.

The programs is fully accredited by the National League for Nursing.

NURSING PROGRAM

STATE UNIVERSITY OF NEW YORK
COLLEGE OF AGRICULTURE AND TECHNOLOGY
MORRISVILLE, NY 13408

(315) 684-6016

ACTING PRESIDENT - LAWRENCE J. BAKER

CONTACT PERSON - MS. JOAN JOHNSON

Morrisville College has developed an "advanced standing" entry for practical nurses" in its associate degree nursing program.

The career ladder concept recognizes that people attain knowledge in a variety of settings and education has a responsibility to recognize that achievement and then build upon it.

The Associate Degree Nursing program at Morrisville gives credit for Nursing if a person is a licensed practical nurse or has recently graduated from a New York State approved Practical Nursing program with an overall average of 75 or better. In addition, a practical nurse may achieve additional credits by taking a variety of tests through the Regents College Degree Program in New York State. It is possible to enter the nursing program with 22 credits.

A person may enter the program at the Nursing II or Nursing III level depending on the number of credits achieved through the Regents College Degree testing program. In addition, the college is very generous in accepting transfer credits.

This approach has much appeal to the nontraditional, employed practical nurse.

Presently, in the senior nursing class, approximately 40% of the students entered the program with advanced standing. The advanced standing students have been very successful in completing the program, passing their state boards for licensure and functioning safely in health care facilities.

NURSING PROGRAM

RAYMOND WALTERS COLLEGE
UNIVERSITY OF CINCINNATI
9555 PLAINFIELD ROAD
CINCINNATI, OH 45236

(513) 745-5600

DEAN - ERNEST G. MUNTZ

CONTACT PERSON - ERVENA WEINGARTNER

The Nursing Department offers an accelerated program to permit licensed practical nurses (LPN) to become registered nurses (RN) after four quarters of full-time study. The emphasis of the program is on developing the decision making skills inherent in the role of the registered nurse, building on the care-giving skills LPNs have already developed and applying the nursing process in clinical situations. Clinical practice time required of the LPNs in the first half of the program is minimal and designed to avoid repeating the content or practice experiences the student has already had.

Computerized clinical simulations are used as part of the instruction because of the economy of time and the students limited need for actual "hands on" experiences in some courses. Additional course work focuses on the behavior and attitude changes necessary for the role of the registered nurse. Students admitted must meet the college entry requirements, achieve a set score on an ACT PEP test and have practiced at least one year as an LPN in an in-patient setting.

After one year of operation, faculty and students are enthusiastic about the program. The program has been well received in the community, and there are many qualified applicants for next year's classes.

NURSING PROGRAM

WALTERS STATE COMMUNITY COLLEGE
MORRISTOWN, TN 37813-6899

PRESIDENT - DR. JACK E. CAMPBELL

CONTACT PERSON - DR. EMOGENE DOTSON

The associate degree nursing program at Walters State Community College has provided the backbone of nursing care providers in the East Tennessee region since the program was initiated in 1975, the result of a community-wide effort. On his first day as new president of Walters State, Dr. Jack Campbell had a visit from the president of the local chamber of commerce who outlined the community's need for a nursing education program. Simultaneously, a nursing program fund was established. Dr. Campbell immediately recruited a leading southern nursing educator, and her needs study documented the need among area health care agencies. The program graduated its first class in 1977, and to date has provided 827 registered nurses for health care in the area.

The program has attracted a high number of non-traditional students, including men and older students. They are very highly regarded by their employers, who have called them "our major source of qualified personnel" and "some of our best staff nurses."

The program was the state's first to establish a career mobility option, by which LPN's with recent experience can bypass the first year of study. The career mobility option has been used as a model for similar programs across the state.

For the past several years, 95 percent or more of each graduating class has passed the state licensure exam on first sitting. Ninety-nine percent of the 1987 class passed, and the class as a whole had the highest score on the exam of any class among the state's 33 programs. In addition, one Walters State graduate made the highest maximum score possible, the only such achievement in the state.

OFFICE INFORMATION TECHNOLOGY

STATE TECHNICAL INSTITUTE AT KNOXVILLE
P.O. BOX 22990
KNOXVILLE, TN 37933-0990

(615) 694-6400

PRESIDENT - J. L. GOINS

CONTACT PERSON - GAY D. BRYANT

A 98-percent placement rate for graduates coupled with a dynamic curriculum that responds to employers' needs in information processing and office-related professions make the Office Information Technology program at State Technical Institute at Knoxville one of the most outstanding of its kind in the country.

Elements that contribute to making this an exceptional instructional program in word processing/office training are the following:

(a) The Center for Advanced Office Systems. After students complete their word processing training, they work in the Center for seven hours a week--performing work for area businesses, faculty, staff, administration, and students. The students perform a variety of applications using personal computers, terminal-to-mainframe connections, a variety of printers, transcription equipment, a facsimile transceiver, an optical character reader, and an advanced workstation. The Center is a joint venture between State Tech and area businesses in terms of equipment, monetary gifts, and expertise. CAOS provides a unique extension to the classroom and is the only Center of its kind in the Southeast.

(b) Curriculum flexibility. Special-topics courses have been implemented so that the curriculum can respond in short turn-around time to demands of area industry. Tailored training can be actuated and incorporated into the curriculum when needs arise without sacrificing integrity of the existing program.

(c) Trends affecting the workplace such as communications graphics and desktop publishing are presently being incorporated into the curriculum. Traditional skills such as keyboarding, computer usage, computer applications (word processing, spreadsheet, database), and proofreading are an integral part of the core curriculum.

PARTNERS IN EDUCATION

MASSACHUSETTS BAY COMMUNITY COLLEGE
50 OAKLAND STREET
WELLESLEY HILLS, MA 02181

(617) 237-1100

PRESIDENT - ROGER VAN WINKLE

CONTAC PERSON - DEAN GEORGE LUOTO

"Partners in Education" is a cooperative project between Marriott Hotels and Massachusetts Bay Community College designed to give college credit for industry training and work experience. In response to a projected major expansion by the Marriott Hotels in the New England area, Massachusetts Bay Community College has developed a cooperative program with Marriott to train MBCC students for positions in the hospitality industry. Courses and internships for MBCC students are based upon manuals used by Marriott to train its managers and supervisory personnel. Students enrolled in the program will be given the opportunity to complete course work in every department of the hotel as well as specialize in either hotel operations or food and beverage management.

The majority of training tasks will center in the area the student has selected; however, additional elective tasks are included to give students experience and exposure within the total hotel. Each student is assigned a property "mentor" manager, and the property Human Resource Director will serve as the student's counselor.

As regular Marriott employees students are fully insured and compensated as entry-level employees. Upon successful completion of the training program and upon obtaining a degree, each candidate will be evaluated for his or her suitability for management. Students then have the option of continuing with the Marriott Hotel, seeking other employment, or returning to college for a four year degree.

In order to complete an assigned course and the corresponding task, a typical week's schedule is as follows:

From the Master Task List that corresponds to each course title, the student determines which tasks to learn during the next week. He or she then makes out a proposed weekly schedule, using the time guidelines on the task sheets. The student then contacts the manager of the appropriate department to check if the schedule will conflict with any planned department activities. At that time, the student also identifies when, where and with whom he or she will be working to accomplish the task. The schedule is then reviewed with the counselor for input and approval. During the task exercise, the student researches and answers each question, practices the task, and performs the task for management approval.

At the end of each week, the student completes an Actual Weekly Schedule and indicates which tasks have been worked on and which tasks have been approved. At that time the student also updates the Master Task List, discuss progress with his or her counselor, and makes out another schedule for the next week.

The student is required to attend a hospitality seminar course in the last semester of the second year. Information gathered from the seminar is used to assure constant program improvement and development.

PHOTO OFFSET PROGRAM

TRITON COLLEGE
2000 FIFTH AVENUE
RIVER GROVE, IL 60171

(312) 456-0300

PRESIDENT - DR. JAMES CATANZARO

CONTACT PERSON - DAN JOHNSON

Laser scanners, computerized graphic design and electronic printing systems make Triton College's Photo Offset program a unique blend of industrial training and creative printing applications.

The Photo Offset program's strength lies in its combination of classroom work and lab experience. Through cooperative education opportunities with leading printing firms and extensive lab work in Triton's state-of-the-art facilities, students gain hands-on experience with IBM PCs, color commercial presses, color scanners and digital typesetting equipment.

This experience is not only valuable but easily transferred to the job market. Triton graduates are highly sought after and almost 100 percent are placed in the industry. The program's reputation for excellence has lead to partnerships with major printing firms, resulting in equipment donations, scholarships and on-site training programs.

The Photo Offset program attracts a large and varied student population -- from recent high school graduates to people who have been in the industry for 30 years. One out of four students comes to the program from out-of-district and half of the total enrollment are women. Triton provides continuing education opportunities for its graduates as industry standards change.

PHYSICIAN ASSISTANT PROGRAM

ESSEX COMMUNITY COLLEGE
7201 ROSSVILLE BOULEVARD
BALTIMORE, MD 21237

(301) 522-1628

PRESIDENT - DR. JOHN E. RAVEKES

CONTACT PERSON - ROBERT SOLOMON

Essex Community College offers the only Physician Assistant Program in the state of Maryland, and it is the only community college based program in the Middle Atlantic Region. In 1985 the Physician Assistant Program was the recipient of the Maryland State Department of Education, Division of Vocational-Technical Education Award of Excellence. The curriculum is designed to formally train assistants to the primary care physician.

The Essex Community College program was established in August, 1972, after one and one-half years of intensive developmental and planning activities between the College and Franklin Square Hospital and the School of Health Services of the Johns Hopkins Medical Institution.

The program represents a unique partnership between a community college and 39 medical delivery systems. Consisting of 70 credit hours of didactic and clinical instruction, the program combines a medical curriculum with general academic preparation in anatomy, physiology, chemistry, microbiology, English, psychology, mathematics and the social sciences. The program has been able to maintain its high educational integrity by heavy reliance on local medical community support and support of Greater Baltimore Area medical institutions.

The program is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association and has been awarded federal funds for a period of eleven years for program enhancement. Graduates are employed in hospitals, clinics, health maintenance organizations, private practices, long term care facilities, corrections, etc.

THE PREPARATORY SCHOOL OF MUSIC

PALM BEACH JUNIOR COLLEGE
4200 CONGRESS AVENUE
LAKE WORTH, FL 33461

(305) 439-8000

PRESIDENT - EDWARD M. EISSEY

CONTACT PERSON - PATRICIA DYER

The Preparatory School of Music is a project sponsored through the Division of Continuing Education with the cooperation of the Music Department. The major focus is the individualized attention given to young aspiring musicians. Every aspect of music education is provided to area young people, ages 4 to 18. Cost is minimal for this enrichment experience which attracts students from public and private schools throughout the district. Classes meet on Saturdays during the fall and winter terms.

"The Preparatory School of Music", said Dr. D. Hugh Albee, Professor, Palm Beach Junior College Music Department, "is not competing with the music education in the public schools." The Division of Instruction of the School Board of Palm Beach County supports the concept of this program. Training in the Preparatory School of Music is considered an enhancement to their existing music curriculum.

Getting young people off on the right step in music is an objective of the School. Under the guidance of the PBJC Music Department, programs are established for preschool age children, ages 4 and 5. Here, they develop a greater understanding and appreciation for music through a variety of classroom activities.

For students 7 and older, the School provides extensive training in individual and class piano, intermediate and advanced woodwinds, brass, percussion, and strings. Individual and ensemble instruction is also provided.

PROJECT SECOND CHANCE

MILWAUKEE AREA TECHNICAL COLLEGE
1015 NORTH SIXTH STREET
MILWAUKEE, WI 53203

(414) 278-6623

DISTRICT DIRECTOR - DR. RUS F. SLICKER

CONTACT PERSON - MAUREEN COFFEY

In 1986, Milwaukee Area Technical College began "Project Second Chance," an effort to stem the increasing numbers of students who were dropping out of high school. With the cooperation of local public school systems and community based organizations, Project Second Chance was designed to identify dropouts and potential dropouts, and provide them with the motivation and support to continue their education.

Project Second Chance provides educational and occupational training programs, education and career counseling, and a support system which includes family members, peers, and educators.

For each person who enters the program, a specialized curriculum is designed. Because the program encourages dropouts to earn their high school diplomas, Project Second Chance may urge participants to return to the public school system, or they may enroll in an alternative educational program such as MATC's Adult High School. To help dropouts learn job skills, Project Second Chance offers a wide variety of occupational training programs, and the services of job developers who work with local businesses to find jobs for dropouts who complete the program.

To motivate the dropouts to do well academically, grading is done in four-week periods, instead of at the end of each term. The shorter grading periods mean that academic difficulties can be discovered and solved earlier, and can mean immediate rewards for those who do well.

So far, Project Second Chance has identified more than 1,500 dropouts, and has returned more than 830 dropouts to educational or occupational training programs.

PSYCHOLOGY

NORTH HENNEPIN COMMUNITY COLLEGE
7411 85TH AVENUE NORTH
BROOKLYN, MN 55445

(612) 424-0811

PRESIDENT - DR. JOHN F. HELLING

CONTACT PERSON - DR. JOHN ROBERTSON

This is a description of the second quarter of a two-quarter class in introductory psychology that usually averages around 60 students. The course has three components which have been structured with the goal of providing students with an opportunity to take responsibility for a part of their own learning experience, imparting relevant theory and research, and providing the opportunity for students to teach and learn from each other.

The first component consists of a Personal Learning Experience (PLE) in which the student learns about a self selected topic of interest that falls within the course domain. Topics range from personal growth to more scholarly subjects involving library research or data gathering. The student's work is structured by a signed contract, the contents of which are discussed in a twenty minute interview with the instructor. The PLE is evaluated by the student and counts for about 25% of the class grade.

The second component consists of lectures. The class does not use a standard psychology textbook though most students have one from the preceding quarter (in which the more traditional lecture format was utilized). Class members are given a "content outline" that parallels the lecture and is designed to reduce the need for note taking. The result is a compact and well defined body of information that puts a high level of competence (as measured by multiple choice tests) within the grasp of the average student.

The third component consists of leaderless discussion groups. Students read chapters in a small book on topics in applied psychology, write a Preparation Sheet based on the reading, and meet in groups of seven or eight about six to seven times during the quarter. Discussion follows a structured format based on the Preparation Sheet.

The overall result is a class that combines variety, the opportunity for personal interaction and the feeling of having learned a somewhat rigorous body of knowledge in psychology.

QUALITY FIRST TRAINING

TRI-CITIES STATE TECHNICAL INSTITUTE
P.O. BOX 246
BLOUNTVILLE, TN 37617

(615) 323-3191

PRESIDENT - DR. R. WADE POWERS

CONTACT PERSON - C. RICHARD HALE

In a small town in Northeast Tennessee, a quality and productivity improvement movement is gaining nationwide attention. Quality First training began at Tri-Cities State Tech in the fall of 1986 and has since saved local business, industry and government participants a total of over $6 million.

Based on the philosophy of Dr. W. Edwards Deming (the American who taught Japanese about quality), Quality First involves teams of 4 - 6 employees from local organizations. These teams attend training sessions biweekly for three months, solving an actual problem they have encountered in their workplace. It is a "learn-do" process that can be replicated over and over again at all levels of the organization.

Unique about Tech's program is its commitment to a total community involvement and the success of service organizations and city governments. Three cities comprise Tech's main service region; all three have sent teams to Quality First and have shown great success. Banks, a local hospital, and the school itself also have been involved.

Nationwide momentum is growing for quality and improvement training, and it seems as though Tri-Cities State Tech will lead the charge. On May 10 - 13, nationally acclaimed Deming disciple Dr. Brian Joiner will present a Deming seminar here in cooperation with Tech. Already passed by congress and waiting for President Reagan's signature is a resolution proclaiming October 1, 1988 as "Quality First Day", with the program at Tri-Cities State Tech as a national model.

RADIOLOGIC TECHNOLOGY

SOUTHWEST VIRGINIA COMMUNITY COLLEGE
P.O. BOX SVCC
RICHLANDS, VA 24611-1510

(703) 964-2555

PRESIDENT - DR. CHARLES R. KING

CONTACT PERSON - RON PROFFITT

"The Radiologic Technology program was chosen as a representative exemplary program because of the success its graduates have in receiving professional certification and in locating employment upon graduation," explained Dr. Charles R. King, President of Southwest Virginia Community College.

"The program prepares images of the internal body structure and its organs by using ionizing radiation," said Ron Proffitt, Director of the Program at SVCC. Proffitt continues, "Much of the success of the program must be attributed to its staff; Mike Fugate, Colleen DiPietro and Gilda Harris. Their contribution to the quality of the program cannot be overstated."

The program's success does not stop in the classroom setting. The national and local job market for a radiographer is good. "Many of the local hospitals hire the bulk of their radiographers from SVCC," said Proffitt. Ninety-six percent of the SVCC Radiologic Technology Program graduates are employed.

Percentages often tell the tale. For this program those numbers are consistently high for students taking the National Exam Board administered by the American Registry of Radiologic Technologists. Ninety-nine percent of the graduates of the program have passed the board exam since the program's inception in 1975. Students taking the exam in the fall of 1987 scored four points above the national average of 81.

The program, which is a cooperative effort with Virginia Highlands Community College, is limited to 22 students. Because of the high number of applicants (50-70 from SVCC and 30-40 from VHCC) the selection process is extensive. "The GPA's and test scores are often so identical that selection may be based on interview performance," Proffitt said.

THE RENAISSANCE PROGRAM FOR YOUNG GIFTED LEARNERS

OLNEY CENTRAL COLLEGE
R.R. 3
OLNEY, IL 62450

(618) 395-4351

PRESIDENT - STEPHEN J. KRIDELBAUGH

CONTACT PERSON - LINDA BRISSENDEN

Twelve Saturdays a year, Olney Central College's facilities are opened to young gifted students, who come from within a fifty mile radius to attend classes designed specifically to their needs and interests. These classes are a part of the Renaissance program, which holds three sessions a year.

Enthusiastic certified public school teachers, professionals who serve as mentors, and/or college instructors design the curricula and teach. Most courses are two hours long and meet four Saturdays. Students range in age from four to fourteen. Class size ranges from four to eighteen students.

The content of each course is designed to challenge gifted students by stressing higher level thinking skills as material is presented at a more rapid pace. Students also participate in hands-on, active learning experiences that are keyed to the students' interests.

Parents are invited to attend workshops which are designed to help them understand their gifted children better and to find resources to assist them. At the conclusion of each session, children receive a certificate of attendance and a narrative report of class activities.

Educational Service Center 17, a state agency, facilitates the operation of Renaissance by making available its gifted education consultant to direct the program, which is supported through fees for the classes.

RESPIRATORY CARE PROGRAM

UNIVERSITY OF TOLEDO COMMUNITY AND TECHNICAL COLLEGE
2801 WEST BANCROFT STREET
TOLEDO, OH 43606
(419) 537-3311

DEAN - DR. CHARLES H. BOHLEN

CONTACT PERSON - JEROME SULLIVAN

The Respiratory Care Program offered by the University of Toledo Community College is nationally accredited by the Committee on Allied Health, Education and Accreditation of The American Medical Association and has a reputation for producing high quality graduates. Program highlights include:

- founded in 1971
- has produced more than 400 graduates
- selected by Ohio Board of Regents as one of the top 40 undergraduate programs in the State of Ohio
- percentage of graduates successfully completing the national credentialing examination consistently exceeds the national average
- one hundred percent placement of graduates
- outstanding faculty extensively involved in local, state and national professional activities, including chairma of the National Task Force on Professional Direction for Respiratory Care
- Respiratory Care Laboratory recognized as one of the most comprehensive in the State of Ohio
- Highly motivated advisory committee, composed of administrative representatives, technical directors, and medical directors of local employing hospitals
- all faculty are registered respiratory therapists possessing recent clinical experience in critical care respirator procedures
- recognition by the University of Toledo Program of excellence
- program faculty have sponsored and conducted two regional conferences dealing with "Enhancement of Clinical Instruction" and "Multiskilled Health Care Practitioners"

The University of Toledo uses several basic criteria for identifying programs of excellence:

> quality of faculty, quality of program (including facilities), ability of the program to achieve distinction, success of graduates, results of program review and professional accrediting reviews, relationship to the university mission, and service to the community.

Measured against these criteria, the Respiratory Care Program has been judged to be exemplary.

RESTAURANT AND HOTEL COOKERY

MILWAUKEE AREA TECHNICAL COLLEGE
1015 NORTH SIXTH STREET
MILWAUKEE, WI 53203

(414) 278-6623

DISTRICT DIRECTOR - DR. RUS F. SLICKER

CONTACT PERSON - DR. NINA JO LOOK

The Milwaukee Area Technical College Restaurant and Hotel Cookery program has been recognized as one of the nation's best food service education programs by the National Restaurant Association (NRA). For the past three years, the MATC program has been named the best food service education program in Wisconsin and has finished in the top three of the national competition sponsored by the NRA.

The NRA has cited MATC's excellent facilities, experienced faculty, emphasis on hands-on training, and the guidance of an Advisory Committee made up of professionals from the field as reasons for the high quality of the Restaurant and Hotel Cookery program.

MATC designed its Restaurant and Hotel cookery facilities to resemble those that are actually used in the field. Students learn their skills in a modern kitchen that features the most up-to-date cooking equipment available. To learn how to use this equipment, students have the guidance of experienced, professional instructors. One MATC Restaurant and Hotel Cookery instructor, for example, has been twice named Milwaukee's Chef of the Year.

To provide students with practical experience in the field, MATC operates an actual restaurant, called "Gourmet 6," staffed entirely by students and located right on campus.

To ensure that this training meets the needs of the industry, the Advisory Committee works closely with MATC faculty and staff in determining curriculum and course content.

SENIOR PLAYERS

PALM BEACH JUNIOR COLLEGE
4200 CONGRESS AVENUE
LAKE WORTH, FL 33461

(305) 439-8000

PRESIDENT - EDWARD M. EISSEY

CONTACT PERSON - NANCY GOODWIN

Seven years ago a new program was initiated in the Continuing Education Division at Palm Beach Junior College in Lake Worth, Florida. Nancy Goodwin, whose extensive background is in radio, movies, television and theatre, as writer and director, created a program known as the Senior Group Theatre and the Senior Radio Players. Participants are at least 55 years of age, and range from novices who want to be involved in drama, to retirees in the area with an impressive professional background in the theatre/radio/TV. This program is scheduled three terms each year.

The Senior Players perform comedic "Skitlets", using dance and song to entertain less fortunate older persons confined to nursing homes and hospitals, and for a variety of other civic and social groups. They have over 1000 performances to their credit. A book of comedy "Skitlets" was written and developed by the Senior Players, published and now available for use by any group who wishes to create programs for their own communities.

"The Play Factory", another component of the Senior Players, provides tapings of comedies and drama on cassettes for distribution to the blind. TV participation has included performances on Channel 12's "Crime Stoppers" and "Victim-Witness" programs, and Channel 5's "Forever 39" senior production. A major dramatic production is done annually. In January, 1988, "Room Service" was scheduled at the college for six performances, and additional performances throughout the area. Proceeds from selected performances will be used for student tuition scholarships.

The Senior Player's popularity and success are widely recognized in this area.

SOUTHWEST FIELD EXPERIENCE

ROANE STATE COMMUNITY COLLEGE
HARRIMAN, TN 37748

615)354-3000

PRESIDENT - CUYLER A. DUNBAR

CONTACT PERSON - HAROLD L. UNDERWOOD

The Southwest Field Trip was initiated in 1977 with the "Four Corners" area (where the states of New Mexico, Arizona, Utah, and Colorado join at a common point) as the primary focus. The trips, excluding the first, have occurred during the time period between the end of the summer quarter and the beginning of the fall quarter and have usually involved between twenty and twenty-two days. The 18 to 26 students who have participated each year have been afforded opportunities to study regional landscapes and ecological characteristics, regional resources and resource concerns, the lifeways and contributions of various subcultures, significant historical and archaeological sites, as well as the basics of practical astronomy.

In addition to the two RSCC teachers; Gary Heidinger, Associate Professor of Sociology and Bruce Fisher, Associate Professor of Biology; extensive use is made of state and national park rangers as resource persons. Each student receives six hours of credit through a Social Science Seminar (SS 1111 and 1112) or a Natural Science Seminar (NSC 1111 and 1112).

SPECIAL TOPICS

ISOTHERMAL COMMUNITY COLLEGE
P.O. BOX 804
SPINDALE, NC 28160

(704) 286-3636

PRESIDENT - DR. WILLARD LEWIS, III

CONTACT PERSON - NANCY H. WOMACK

As most colleges do, Isothermal Community College in Spindale, North Carolina, has a humanities course listing for "Special Topics." Over the past seven years English faculty have utilized this listing to offer some of the most popular and challenging courses in our curriculum--team-taught courses covering such themes as the brilliant future of man and the American dream as well as courses focusing on specific aspects of literature. Each course has in some way built on the one that preceded it so that this year we are offering the most broad-based, interdisciplinary course yet--a regional studies course called "Appalachian Culture: Threatened Future-Haunted Past."

In addition to the literary focus, this year's course emphasizes the art, music, history, and economics of the Appalachian region. Not only does it involve the English faculty who are teaching selected literary works, but also it utilizes the talents of our visiting artist, several craftspersons from our Continuing Education Department, students and faculty from our Radio/TV Program, and a number of guest speakers.

A grant from the North Carolina Humanities Committee is enabling us to bring to our campus a series of humanities events to enhance the course. These include presentations by authors Jim Wayne Miller, John Foster West, and Fred Chappell and by historian, Carl Ross. A dramatic Presentation from Fox Fire and an evening of Mountain Music are also included in the series.

Students in the course--as in previous Special Topics courses--have the advantage of participating in a different kind of learning experience, one that encourages hands on as well as verbal involvement under the leadership of several enthusiastic instructors. These are the ingredients that have assured the success of Special Topics courses at Isothermal Community College.

SUBSTANCE ABUSE COUNSELING

WHATCOM COMMUNITY COLLEGE
5217 NORTHWEST ROAD
BELLINGHAM, WA 98226

(206) 676-2170

PRESIDENT - HAROLD G. HEINER

CONTACT PERSON - JUDY DEIRO

The State of Washington has identified the requirements for certification as a Substance Abuse Counselor. The program requires a minimum of 24 credits covering the following specific topics: Survey of Chemical Dependency, Basic Chemical Dependency Counseling, Pharmacology and Physiology of Alcohol and Other Drugs, The Family and Chemical Dependency, and Case Management. In addition, the student must complete a 2,000-hour internship in a certified clinical setting.

This program is considered both an entry-level employment option as well as an upper-division component for students working toward a bachelor's degree in a human service's area. The program is also of value to school counselors interested in becoming certified.

In order to meet the needs of such a diverse population and to avoid duplication of programs, Whatcom Community College and Western Washington University have designed a joint program utilizing the faculty and facilities of both institutions. Each course is listed in each institution's quarterly schedule. The maximum enrollment for the course is divided equally between both schools. Students at Whatcom Community College enroll in the Whatcom Community College class. Students at Western Washington University enroll in the Western Washington University class. The class location alternates between institutions. Half the courses are taught by Western Washington University faculty and half by Whatcom Community College faculty. The cost of each class is the responsibility of the institution providing the faculty. Tuition is paid by students to their respective institution.

The program is in its third year of operation. Enrollments have generally averaged 40 students per class with the distribution between Whatcom Community College and Western Washington University about even. Through the sharing of instructors, each institution has been able to offer this important educational program at one-half the usual cost. In addition, the population served has included both those students admitted to baccalaureate programs at the university and students taking advantage of the open-entry community college.

SWINE MANAGEMENT PROGRAM

JOHN WOOD COMMUNITY COLLEGE
150 SOUTH 48TH STREET
QUINCY, IL 62301

(217) 224-6500

PRESIDENT - PAUL R. HEATH

CONTACT PERSON - JEFF GALLE

John Wood Community College's Swine Management Program received the 1987 National Award for Excellence in Agricultural Technology Instruction, sponsored by the National Association of State Departments of Agriculture (NASDA) and RJR Nabisco, Inc. The national award, presented in October, included a $7,000 grant. Last July the College was named the winner of the 1987 Midwestern Regional Award, which also included a $7,000 grant.

JWCC's Swine Management Program, begun in 1980, is unique among community colleges because of its on-site confinement center; the Swine Management Center, located near Perry, IL, houses a 72-sow herd confinement laboratory area and a modern classroom area under the same roof. This allows students to gain practical hands-on experience to supplement textbook knowledge.

In addition, each student participates in an eight-week, four-credit-hour internship with a pork producer in his/her swine management operation. The curriculum for the program is monitored by an advisory committee which includes local pork producers. In this manner, students are assured of an education that meets today's needs while keeping abreast of technological developments.

The program offers both an eleven-month certificate and a two-year Associate in Applied Science degree in Swine Management. The program has had a 100 percent placement of all graduates since the first students finished classes in 1981.

TECHNICAL WRITING AND EDITING

FRONT RANGE COMMUNITY COLLEGE
3645 WEST 112TH AVENUE
WESTMINSTER, CO 80030

(303) 466-8811

PRESIDENT - CARY ISRAEL

CONTACT PERSON - DR. ARLENE VIGIL

An Associate of Arts Degree in Technical Writing and Editing was implemented in 1986 by Front Range Community College. After examining several national and local trends, the College recognized the need for this unique degree program. Those trends are: 1) the continuing acceptance of the Associate Degree by employers because of an increased need for skilled people in technical professions. 2) the trend toward an Associate of Arts degree with a concentration in a technical area. 3) the trend toward creating degrees and programs that are tailored to fit the needs of local and regional employers. 4) The trend toward Associate Degree programs which prepare students to work in entry level positions in a field as they pursue a four-year degree.

Technical communicators perform a variety of writing and editing functions for business, industry, government, and other organizations. The program provides training in: writing instructions, writing copy for manuals and catalogs; writing and editing articles for technical journals and magazines; working as part of a team to prepare proposals, feasibility studies, and other types of reports; proofreading, editorial support, and publication assistance.

Before the program was approved, area employers were polled to determine if jobs are available for students attaining an Associate Degree. An overwhelming number of employers said they would hire applicants with two-year degrees. The curriculum was developed by a task force composed of Front Range instructors in English and Technical Writing, and area technical writers and representatives from industries that employ technical writers. The curriculum contains three components: a core curriculum in general education, specially designed courses in technical writing, graphics, desk top publishing, and a cooperative education internship with participating area industry and government. The internship component has been very popular, very successful, and is strongly supported by area businesses.

The Technical Writing and Editing curriculum prepares students to fill entry-level information-related jobs. More than sixty percent of the work force in the United States is employed in jobs requiring extensive writing and editing.

The program, which has been in place less than a year, has 150 majors, has placed more than 40 interns, and has provided full time employment for graduates who have received their degree. This program is one of only eleven in the entire nation, but we believe it is the most innovative and the best.

TN ENTREPRENEURIAL DEVELOPMENT INSTITUTE NETWORK

SHELBY STATE COMMUNITY COLLEGE
P.O. BOX 40568
MEMPHIS, TN 38174-0568

(901) 396-8562

PRESIDENT - DR. RAYMOND C. BOWEN

CONTACT PERSON - BENNETTA NELSON PARKS

Shelby State Community college collaborates with the TN Department of Transportation to help carry out the Congressional intent of the 1987 Surface Transportation Act... to expand the quantity and quality of participation of minorities and women in federal highway construction projects. Beginning in January 1987, Shelby State launched a series of intensive training sessions and supportive services for firms that qualify as Disadvantaged Business Enterprises (DBEs).

Using traditional and non-traditional credit and non-credit instructional strategies (classroom, workshop, field visits, project simulation, laboratory, retreats), the TN EDI Network aims to build knowledge and skills which enable DBEs to:

- Operate with sound basic business management procedures
- Develop and maintain a viable accounting system
- Properly estimate, read plans, bid for and schedule projects
- Mobilize financing capital for projects and increase credit capacity
- Acquire proper insurance and bonding
- Negotiate contract and subcontract prices and communicate effectively with majority contractors
- Obtain and maintain the required equipment
- Supervise and manage workers
- Develop and maintain a record system for payrolls, taxes, purchases, etc.

Assisted by an Advisory Committee of diverse business, education and political leaders, Shelby State began the first EDI Center at its Southwest Center and expanded it statewide through agreements with TN State University in middle TN and State Technical Institute at Knoxville in east TN.

TOYOTA PROGRAM

MASSACHUSETTS BAY COMMUNITY COLLEGE
50 OAKLAND STREET
WELLESLEY HILLS, MA 02181

(617) 237-1100

PRESIDENT - ROGER VAN WINKLE

CONTACT PERSON - DEAN GEORGE LUOTO

The Toyota program began less than two years ago from an initiative by Mass Bay to the Toyota company. As there had been a successful relationship with GM at the College, it was the desire of the Dean of Business and Industry to expand the offerings of the College and to meet the needs of the industry.

After initial talks Toyota indicated an interest in developing an Associate in Science degree with MBCC in automotive technology for Toyota technicians. Through further investigation and discussion an agreement was reached with Toyota USA, MBCC and the South Middlesex Regional Technical High School (Keefe High School) to have MBCC offer an Associate in Science Degree in Automotive Technology, utilizing laboratory space at the High School and one of the High School faculty, who was to be trained by Toyota on their automobiles. Contractual arrangements were completed relating to space utilization and faculty salary. As this was a new venture for Toyota as well as MBCC and Keefe, the College was "feeling" its way for the first time. Toyota and Keefe were generous in their assistance in preparing the laboratory and in providing models for students to work on in the lab.

The Toyota Automotive program began admitting its first students in August, 1986. Each student would attend classes for eight weeks at either Keefe High School or the Framingham campus of MBCC and then attend eight weeks of cooperative work experience at a Toyota dealership. A number of students came into the program being sponsored by a dealership, others were found placements, with assistance by the faculty and Toyota management.

The second class was admitted in August, 1987 following the same curriculum as the first class. An evaluation meeting was held in September, 1987 consisting of administration from MBCC, faculty and the Toyota education coordinator and his supervisor. A thorough evaluation of the program was completed and recommendations for change were made and developed.

As a result of the combined efforts of MBCC, Keefe faculty and Toyota personnel, the curriculum for September, 1988 has been totally revised. The new curriculum will consist of two full semesters of academic work in the classroom and automotive laboratory prior to students attending cooperative work experience.

By fall 1988 the programs advisory council will have been organized and begun its work. NATEF certification will be sought at the same time.

It is hoped that with this new curriculum the needs of the students and the community will be well addressed by providing an educated technician who is capable of problem solving and diagnosing automotive malfunctions. At the same time, the College will have assisted the student in his/her goal to attain the beginnings of an education for improving his/her self as a person and member of the community.

WHAT IS NCIA?

The N.C.I.A. is a private, nonprofit, professional organization affiliated with the American Association of Community and Junior Colleges.
The National Council of Instructional Administrators is a strong voice for instructional administrators in the arena of higher education. The Council is consulted by the leadership of the American Association of Community and Junior Colleges and by other A.A.C.J.C. councils on matters of importance regarding instructional programs.

MEMBERSHIP

Membership is open to all who are committed to the purposes of the organization. Dues, renewable each January 1, are $15.00 for an individual, $75.00 for institutions with up to 20 administrators and $125.00 for institutions with over 20 administrators. Institutions may designate any number of instructional administrators as representatives. Multi-college districts require separate memberships for each college.

_____ *please clip and return* _____

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Make checks payable to NCIA
Send to:
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c/o Volunteer State Community College
Nashville Pike, Gallatin, TN 37066-3188

Institutional_____ Individual_____

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